**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 2.MD**  **The Envision Lesson: 5-6** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Do the daily spiral daily review | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. **How will you explicitly teach new vocabulary?** The vocabulary word for this lesson is “tally mark” which is defined as a vertical marks that each mean “one” of something. Draw one tally mark on the board and label it. Talk about how this represents one of something. Then draw 5 tally marks on the board and label it. Talk about how this represents 5 of something. Point out how the 5th mark is a diagonal line. Discuss why tally marks are grouped into groups of 5. 2. **How will you provide multiple opportunities for vocabulary to be used in context?** Students can practice using tally marks by grouping them into partners, each partnership using a white/chalk board or journal. One partner will keep track of their partner’s jumping jacks by making a tally mark for each time their partner’s hands come up above their head. After 20 jumping jacks they will trade roles. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| ***Develop the Concept: Interactive Learning (Hands-on):*** Using coins, have partners build all the ways they can think of to make $.25. Have students count their groups of coins to make sure that each equals $.25. Have them discuss how they knew it was $.25. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| ***Develop the Concept: Visual***: Using the chart found on page 163 in the student workbook have students work in partners to create $.35 in multiple ways. Students will use tally marks to represent the coins on the organized graph. Discuss as a class how they will know when all ways have been created. Did they organize their information in such a way that helped them to know if all ways have been discovered? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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